

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 12

You Can Make a Difference!

Unit:
RECYCLING

PRECEPTS

- A. Action
 - A3. Plan effectively
 - A8. Evaluate and reflect on action taken
- M. Communications
 - M1. Demonstrate technical and business writing skills



Lesson Type:
Large Group

NATIONAL STANDARDS

- NA.VA.K-4.2 Using Knowledge of Structures and Functions
- NA.VA.K-4.5 Reflecting Upon and Assessing the Characteristics and Merits of Their Work and the Work of Others

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Develop a home recycling plan.
2. Develop a key message to persuade others to recycle.





TIME

Instruction time for this lesson: **60 minutes.**



RESOURCES

<http://www.enviromom.com/2008/05/make-a-recyclin.html>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ writing surface
- ✓ transparencies and projector
- ✓ PALS.12.TM.A
- ✓ PALS.12.AS.A – 1 per class
- ✓ PALS.12.AS.B – 1 per student
- ✓ miniature marshmallows
- ✓ toothpicks – 1 box per group
- ✓ plastic baggies
- ✓ scrap paper
- ✓ letter to the editor – 1 example letter

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:
None

INTEREST APPROACH

Begin the class by playing a modified version of the telephone game. Select five students who will wait outside the classroom. Read the rest of the students the short story on PALS.12.AS.A. Once the story has been read, call the students waiting outside the room to come back in, one at a time. Tell the first student the story, and then have that student tell the story to the next student called back in. They are not allowed to get any help from the other students. Follow this same process until all five students have been called back in. Make sure none of the other students give away the story.



Thank you for focusing your attention to the front of the room. Today we are going to be good listeners and creative thinkers as we discover how each one of us can make a difference in communicating to our community about recycling.



First, we need five volunteers please!

Select five volunteers.



Thanks! Volunteers please follow me. Wait outside the classroom door patiently until we call you back into the classroom. Questions?

It will be important that you ask the teacher to help monitor the students who are standing outside the classroom. If the teacher is not available, have another FFA members assist with this process.



OK, you might be wondering why those five volunteers are outside the room. We are going to test their memory and their ability to communicate a clear message. In just a minute, I will read you a short story. After I read you the story, we will have one of the volunteers come back into the classroom. I will read that student the same story and he or she will be responsible for telling the story to the next volunteer. BUT...they can't get any help from you! So it's very important that you all are very quiet while your classmates are telling the story to the other volunteers. Questions? Lend me your ears as I read you the story.

Read the story from PALS.12.AS.A. After the story is read, call one of the volunteers back in and read the story to that student. Let the student know that he or she will be responsible for telling the story to the second volunteer with no help at all, so he or she will need to listen very closely.



Thanks for waiting patiently. Volunteer Number One, please come back into the classroom. In just a minute, I will read you a short story. You will be responsible for retelling the story to the next volunteer without any help at all. Questions?

Read the story and then bring in the second volunteer.



Volunteer Number One, please tell the story to Volunteer Number Two who has just come back into the classroom. Now remember, you will then tell the story to our third volunteer when he or she returns to the classroom, so listen very carefully.

Repeat this process until all five students have been called back into the classroom. When done, read the entire group the original version of the story. Ask the students if there were major differences in the original version and the final version that was told.



Wow! Our story changed quite a bit between the first version and the final version that Volunteer Number Five told us. Why do you think it changed so much?

Possible answers: It was hard to remember, the original version changed and that changed the rest, details were left out along the way as it was retold from one volunteer to the next, etc.



It sounds like we really got our messages crossed and the versions just kept changing. Does this ever happen when it comes to messages about things in our daily lives? Do we sometimes fail to get the entire story because the message is not presented in an accurate manner? How can we relate that to recycling?

Think about how this activity relates to recycling. We know that recycling is important. We know that it can really impact our community and our world. Sometimes, though, the messages about recycling can become clouded by misconceptions, false information or inaccurate details. It's important that when we talk to people about recycling that we have our information accurate from the beginning. It's also important that we have a clear message about our plan for recycling to share with others.

Today, we will make our messages loud and clear so we can communicate to others the importance of recycling.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Develop a home recycling plan.



For this next activity, students will need to be in groups of four to five students. The easiest way is to have the students count off. To do this, determine the total number of students and divide by four or five. This will give you an idea of how many groups you will need. When the students are counting, have them count off according to the number of groups needed (one number for each group needed).

*Once the students are in their groups, give each group a plastic bag that has miniature marshmallows and a box of toothpicks in it. Students will be working in groups to create the tallest freestanding tower using the marshmallows and the toothpicks. Do **not** give them time to develop a plan. Have them start their tower as soon as they get their supplies.*



In a moment when I say CONSTRUCT, each group will have three minutes to work with the supplies you are given, to build the tallest freestanding tower possible. What does freestanding mean? That's right. Nothing can support the tower other than the supplies you receive. You can't hold it up, push something against it, etc.

You will only have three minutes to build the tower, so as soon as you get your supplies, you will need to work as quickly as possible. What questions are there?

CONSTRUCT.

Give each group their supplies and let them get to work. As they are building, it will be important to monitor their progress and give them ideas if they need them. Make sure the structures are freestanding and keep a close track of time.

Once time is up, see which group had the tallest tower, and give them a round of applause.

One minute left to build!



Time's up! Let's check out how you all did.

Determine which group has the tallest tower.



Looks like we have a winner! Congratulations. Let's give this group a round of applause.

When you have determined a winner, it would be helpful to gather all the trash and throw it away at this point.



Think about this for a moment...what was most difficult about this task? How did you feel not having any time to plan before you started? What would you have done differently had you been given time to plan? Would the final results have been different?

If you think about it, taking time to create a plan is really important for almost all tasks we have to complete. In this case, if we had time to formulate a plan, you would have been better organized and had better results. With that in mind, we can say the same for recycling. It's easy to say that we should recycle, but if we don't take time to devise a plan, the results will not have as great of an impact.

If we were going to create a recycling plan, what are some things we should take into consideration? Have that conversation with your group.

Give the students some time to discuss their ideas with their groups.



What did you come up with?

Have the students share their ideas with the entire class.



Nice work! You all have some really great ideas.

Provide the following information for the students. Write the information on the writing surface or show PALS.12.TM.A.



I. Recycling Plans

- A. Find out what you can recycle curbside and when.
- B. Think about recyclable items your house generates frequently.
- C. Locate containers that can serve as recycling bins.
- D. Find a location to place recycling bins.
- E. Find out where you can recycle other items.
- F. Put your plan into action.

Discuss each one of the items with the class. Challenge them to think about previous recycling lessons when discussing the items. After the discussion, provide each student with a copy of PALS.12.AS.B. They can take PALS.12.AS.B home to complete with their family to help develop their own recycling program at home.



Recycling doesn't have to be a ton of work. If you think through your plan, recycling can be easy for you and your family to do. And just think, while we recycle, we are also helping the environment and maybe even saving money.



You have the power to convince those in your family to recycle, but how can we get more people to recycle in our community? Let's tackle that question next!

OBJECTIVE 2. | Develop a key message to persuade others to recycle.



In a previous lesson, we identified ways that recycling can help the environment. What were some of those ways?

If you have not taught other recycling lessons, you will need to reference PALS.11 for benefits of recycling.



Nice thoughts! If we were to think about the top three reasons to recycle, what would they be? Better yet, what would an icon be that would represent those three reasons?

To illustrate the three reasons, use the *Hieroglyphics e-Moment*. The Hieroglyphic e-Moment challenges students to create an icon or symbol that represents a concept – or a picture that is worth a thousand words. The following are steps to using this e-moment.

1. Ask students: What pictures or icons will help you remember the three biggest reasons to recycle?
2. Brainstorm. Generate a bank of ideas on the board or overhead.
3. Have students create representations.
4. Share. After a specified amount of time, have students compare with one another and explain their creations.



In a moment when I say ILLUSTRATE, you will have three minutes to think about the reasons to recycle and to draw (on the scrap paper being provided) two or three pictures that represent why people should recycle.

What questions are there?

ILLUSTRATE!

Thirty seconds left to finish your artwork.



OK, time's up. It looks like we have a lot of great artists in the room. Now that we are done drawing our hieroglyphics, take the next 15 seconds and share your drawings with your neighbor.

Thank you for all of the sharing! These are great reasons for us to recycle. You'll want to keep those reasons in mind as we continue thinking about how we can get others to recycle.

If we wanted to convince someone to recycle, how could we do that?

Allow student to share their responses. Their answers will vary, but allow all who want to share, the chance to share.



Great ideas! You are all correct. To encourage others to recycle, we need to get the word out that it is important and that it is easy to do. Specifically, how can we get the word out in our community?

Allow students to share their responses. Their answers will vary, but allow all who want to share, the chance to share.



Again, great ideas!

Prior to the teaching this lesson, it would be helpful to locate a letter to the editor from a local newspaper. Be prepared to show the letter to the class as an example. If possible, it would be very beneficial to copy the letter onto a transparency.



One way to get the word out would be to write a letter to the editor of our local newspaper. Who will share with us what a letter to the editor is? That's right! A letter to the editor is a letter written to the newspaper by a community member who is sharing his or her thoughts about a specific topic or issue.

The next activity will have every student writing a short letter to the editor about recycling. Each letter should contain three reasons why recycling is important and each student's plan for recycling. Finally, students can also draw a picture that shows the impact recycling has on our environment. Make sure you are available to help them get their letters started. When the letters are written, give them to the teacher to either deliver to the newspaper or to keep for future reference.



Please take out a piece of notebook paper. When I say GO, you will have the next 12 minutes to convince others to recycle, by writing your very own letter to the editor. Your letter should include three reasons why recycling is important, along with your suggested plan for recycling. If you have time, you can also draw a picture that shows the impact recycling can have on our environment. If you need help writing your letter, please raise your hand and one of us will be over to help you. What questions do you have?

GO!

Give the students enough time to write their letters, but if time is getting close to ending, they might have to finish their letters at home. Collect the letters that are finished. If there is enough time, ask for two or three volunteers to read their letters to the class.



It's pretty cool to think that our letters just might be what convinces someone to start recycling!



REVIEW / SUMMARY

To review the lesson, use the Show-What-You-Know e-Moment. With this spontaneous quiz-type moment, students can prove to you and themselves that they are learning what is being taught. Using Show-What-You-Know, students show what they know in a brief mini-quiz during a lesson. "During" is the key component. It is in this moment of learning that students demonstrate their level of understanding. This is not about mastery, but about clarifying their emerging understanding.

Announce the e-Moment. Inform students that it's time to "show what you know." Follow the following steps.

- 1. Provide the students with two questions on a writing surface/board. The questions are:
-What will you do differently after the recycling lessons?
-How can you use what you learned to influence others?*
- 2. Check answers.
Students independently and silently check their answers against their notes.
Answers can be compared to the teacher's.*
- 3. Review the results. Use the results to determine if re-teaching or reinforcing is necessary before you continue with the lesson.*



To review our lesson, let's see just how much you know! Take out a sheet of scrap paper. Answer the following two questions you see here:

What will you do differently after the recycling lessons?
How can you use what you learned to influence others?

When you have the questions answered, compare your answers with someone sitting next to you.

Outstanding work! You all should feel very proud because you are going to make a difference. Don't forget to help your family develop a recycling plan. Then it's your job to make sure they stick to that plan!

APPLICATION



Small Group Session: *Each student will read another student's letter. They will proofread it and offer suggestions for improving the letter. When that is done, have the students draft a final copy.*



One-on-One Session: *Using the classroom computer or laptop, have the students visit the following webpage: <http://earth911.com/>. This website helps determine what can be recycled and where.*

If the website is not active, search for an alternative website that illustrates what types of products can be recycled and where they can be recycled.



EVALUATION

To evaluate their progress, have each student read their letter to the class. Listen for the three reasons why recycling is important and their plan for recycling. In addition, have them share their drawing and how recycling can impact our environment.



PALS.12.TM.A

I. Recycling Plans

- A. Find out what you can recycle curbside and when.
- B. Think about recyclable items your house generates frequently.
- C. Locate containers that can serve as recycling bins.
- D. Find a location to place recycling bins.
- E. Find out where you can recycle other items.
- F. Put your plan into action.



PALS.12.AS.A

It was a lovely sunny day and Jimmy was outside on a park bench drinking a can of soda. In the past, Jimmy threw his empty can on the ground. He decided today that he would put his empty soda can in the trash can by the swing set. He walked by the slide, the merry-go-round, and the sandboxes to get to the trash can. But when he got there, the trash can was so full it was spilling on the ground. Paper, empty jars and bottles, and newspapers were everywhere! Jimmy knew this was not a good thing; he took his time, picked up the paper, empty jars and bottles and the newspapers. He carried them across the park and put them in the recycling bins. Little did he know that he had just made a difference in his town.



PALS.12.AS.B

Developing a recycling plan

To develop your plan, answer the following questions:

- A. What can we recycle curbside in our community? When is pick up?
- B. What recyclable items does our household generate a lot of?
- C. What can we use as recycling containers?
- D. Where can we put our recycling containers?
- E. What other items can we recycle that can't be picked up curbside?